I. **Introduction**

There have been many technological shifts in our district as well as our classrooms in the recent years. There has been a push to use technology in our lessons to engage students as well as teacher student’s valuable life skills. The recent change on our campus has been student iPads. These changes are necessary and exciting. However, many teachers on our campus and across the district or ill prepared for how this will change instruction in the classroom. This creates a need on our campus, to provide our teachers will quality, hands on professional development with using iPads for instructional use.

II. **School Description**

Central Middle Schools has approximately seven hundred students, all of which will have access to their own personal iPad. The vision of our district and our campus is that we will have a paperless learning environment, in which we teach our content but also teach our students valuable real life skills. We have around thirty teachers, who will also have access to personal iPads. Many of these teachers have little to zero iPad experience. Our campus has a variety of different cultures of students and demographics of students. However, many of our students own devices similar to iPads, this will help with the implementation in the classroom.

III. **Student Needs**

Central Middle School’s teachers were given a survey on using technology in the classroom at the end of the school year last year. The survey was
developed using surveymonkey.com and was developed by the leadership team on campus. The survey had a variety of types of questions, such as multiple choice, short answer and true/false. The survey results showed the area of need is using blackboard as an instructional tool and using iPads effectively in the classroom. This survey was to build a bases for professional development centered on teacher needs. Specific areas of need were using specific tools and on blackboard and how to trouble shoot problems with the iPads.

IV. **School Goal**

As of now our technology goal is: By the end of the year, 100% of teachers will proficiently use blackboard and the iPad for instructional purposes. This will be monitored through walkthroughs and evaluations. Teachers will receive feedback with all walkthroughs and evaluations for continuing support. This data from walkthroughs and evaluations will also give the leadership team further information to plan for professional development needed. Teachers will also be given opportunities to do peer walkthroughs to get further support in using the technology. Peer walkthroughs have been successful in recent years on our campus.

V. **School Ecology and School Climate**

Our school climate has a mix of teachers, which could be summed up into three groups: the go-getters, the reluctant, and the fearful teachers. The go-getters are a group of teachers that explore and self teach. These teachers are particularly helpful for the peer walkthroughs and for helping to develop
professional development. The reluctant teachers are a group of teachers that just need a little push to learn the basics and then will pick up as they go. The majority of our teachers fall into this category. The last category of teachers is the fearful ones. This category tends to have our seasoned teachers. Many of them are fearful of the technology but most of the time they just need a one on one mentor. The go-getters can be helpful with the fearfuls because they can help with the one on one situation, as well as the leadership team on campus.

Some of the barriers that will come up are reluctance and being fearful of the technology. I know this because of past technology or anything that is new learning for the teachers. It can become a great stress and anxiety for teachers. However, a hands on learning environment and support can be what the teachers need to overcome barriers.

VI. Paradigm Shift

The paradigm shift will be reluctance and fearfulness of the technology. As a leadership team we have to shift the teachers thinking from reluctances and fearfulness to excitement and exploration. This is easily done with peer walkthroughs. If teachers see the technology in action in a real classroom, they are more likely to want to explore in their classroom. Teachers have to know that the technology will work for them. The shift in thinking will also come once the teachers work hands on with the technology. If they teachers practice the skills with the support in the
professional development session, they are likely to bring in back to their classroom.

VII. Risks

The risks the leadership team, administration and the teachers will be reluctant and fearful of changing the way we teach. This will be very difficult for some teachers, especially with all of the recent changes in education. The risk could be, what if this does not impact student achievement. The only way to find out is to implement the technology. The risk for the students is their own achievement, will using blackboard and iPads impact their growth positively or negatively. All of these questions and risks can only be assessed with implementation of the technology.

VIII. Leadership role

My role as a leader in the process will begin with looking at teacher survey results. This will help the leadership team come to clear conclusions as to what will be the professional development exactly and how it must be outline. I will then help to plan out the sessions and obtain the materials needed for the professional development. This requires scheduling the events, creating materials, and planning out the details of the each session.

Another role as a leader will be to actually give the professional development. I would be assigned or given sessions along with other peers. My job is to model the skills needed and provide support for the teachers during the hands on experience. I would also be the go to person on this
subject for my campus. This would be for the teachers who need additional support after the training.

My third role as a leader would be to evaluate. As a leader, I would use this data to check for mastery of the skills from the professional development. The evaluation would also give me data to support if there were further support needed with certain teachers. The evaluation could also be used as a way to give feedback to teachers; this could be to push the teachers on to the next level of mastery or to support the teachers through the process with specific feedback.